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I hereby declare that the short synopsis " **A Comparative Study of Psychological Well-Being of Normal and Differently-Abled Students with respect to their Socio-Economic Status and Adjustment"** being submitted in partial fulfillment of the requirement for the degree of Doctor of Philosophy in(Education) under school of Education of U.P. Rajarshi Tandon Open University, Prayagraj during the academic year 2023.

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A Comparative Study of Psychological Well-Being of Normal and Differently-Abled Students with respect to their Socio-Economic Status and Adjustment

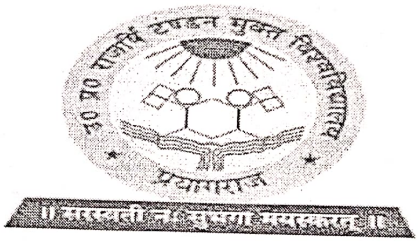
SHORT SYNOPSIS

Submitted in partial fulfillment of the requirement of the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

to

U.P. Rajarshi Tandon Open University, Prayagraj



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ABSTRACT

This study aims to comparatively analyze the **psychological well-being** of **normal** and **differently-abled students** in relation to their **socio-economic status** and **adjustment patterns**. The research will employ a descriptive method, surveying 900 students (450 normal, 450 differently-abled) aged 13-21 from secondary and senior secondary schools in metropolitan cities of Uttar Pradesh (Kanpur, Agra, Varanasi, Prayagraj, Lucknow). Differently-abled students will include those with visual, hearing, and orthopedic impairments. The study will assess psychological well-being, socio-economic status, and adjustment using standardized and researcher-developed tools. Key objectives include identifying differences in psychological well-being across groups, examining the influence of socio-economic status and adjustment, and exploring correlations between these variables. The findings are expected to provide insights into the psychological well-being of these student populations and inform support strategies.

Keywords: psychological well-being, differently-abled, socio-economic status, adjustment, orthopedic, impairments.

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A Comparative Study of Psychological Well-Being of Normal and Differently-Abled Students with respect to their Socio-Economic Status and Adjustment

1. Introduction

"Providing students with high quality learning activities in relevant situations beyond the walls of the classroom is vital for helping students appreciate their first-hand experiences from a variety of different perspectives. Experiences outside the classroom also enhance learning by providing students with opportunities to practice skills of enquiry, values analysis and clarification and problem solving in everyday situations". The aforementioned statement from the UNESCO module emphasized on learning outside the classroom can be used to facilitate education for sustainable development.

Most of the educationists favor the psychological well-being component including following characteristics. These are-

- Efficient perception of reality.
- Self-knowledge.
- Ability to exercise voluntary control over behavior.
- Self-esteem and acceptance
- Ability to form affectionate relationships.
- Productivity

Normal Students

'Normal Students' is a term characterized by the students who are of average health, intelligence and they don't experience any problem in functional aspects of normal tasks in daily routine.

Differently-Abled Students

'Differently-Abled Students' is a term used for the students who are affected by physical, functional or sensory impairment which in turn limits their participation in normal day to day activities.

2. Review of Related Literature

Rajalakshmi S A (2021) studied the potency of positive psychological interventions in amplifying the psychological well-being, resilience, grit & mindfulness among college students of single parent families, had assessed various variables incorporated in study. The

research work has involved pilot study on 20 engineering students in which primary study incorporated 105 selected sample through the Purposive Sampling technique from Coimbatore with an age range 17-21 years. Different tools were employed like Psychological Well-Being Scale (Carol D Ryff, 1989), Grit Scale (Duckworth, 2007), Brief Resilience Scale (Smith, 2008), Mindfulness Attention Awareness Scale (Brown and Ryan, 2003), data collection was performed by the respondents through face-to-face interactions and was tabulated statistically. Concluding results revealed that the sample have low and moderate Psychological Well-being, Resilience, Grit & Mindfulness. According to the findings, Positive Psychological Interventions were presented to upgrade the same.

Suleymanov, F (2014) Conducted research whose aim was, to understand about academic achievements of special needs children in inclusive education (IE) in Azerbaijan. The research work was underpinned by qualitative case study design, which employed triangulation, a multiple method of data collection, included interview and observation. The case which was studied in the particular research was a primary school which offers inclusive education to pupils with mental disabilities. The unit of analysis includes three inclusive classes. The focus of research concentrates on the teacher assistants' teaching methods which have direct effect on academic achievements of children. Research findings stated, students with special educational needs manage to learn some academic skills in inclusive education. However, they can learn a lot if the barriers can be eliminated. The main barrier is the traditional teaching methods with which it is impossible to create an effective inclusive environment in the classroom and contribute more to student's achievements.

Herring, S et al (2006) Studied 'behavioral and emotional problems in toddlers with PDD associations to parent mental health & family functioning' and result highlighted the value of addressing emotional and behavioral problems in young children suffering from autism and/or developmental delay, need for early support and intervention for mothers, fathers and families in this context was also evidenced.

Parental involvement in school activities and family socio-economic status associated with children's academic achievement was studied by **Bacete et al. (2001)** They suggested that academic achievement is directly influenced by cultural level of family and children intelligence but is indirectly influenced by parental involvement in school activities and the socio-economic status of children family.

Ustum et al.(1996) have discussed the issues of mental health aspects in international classification of impairments, disabilities and handicaps and it's use in rehabilitation field. The ICIDH will be useful in the rehabilitation by providing a framework for consequences of diseases or disorders if clear descriptions and assessment guidelines of the categories are given.

Adler and others (1994) published their work on socio-economic status and health. They suggested that SES is consistently linked with health outcomes, however little is known about the psychosocial and behavioral mechanism that might explicate this association.

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Although, there are evidences of a classified association with health at all levels in SES. Such variables were highlighted that showed a classified relationship with both SES and health to provide examples of possible pathways.

Weaver and Bradley (1993) studied on "A national survey of school psychological services for deaf and hard of hearing students", noted that their responsibilities for hard of hearing & deaf students consisted primarily of individual psychological testing, along with some educational advising. However, only 23% school psychologists suggested that they had provided follow-up to their cases. Possible areas for expanding the duties of the school psychologist were suggested.

Amato, J Zuo, Jiping (1992) studied rural poverty, urban poverty and psychological well-being. He used data from the national survey of families and households to compare the psychological well-being of the rural and urban poor. The urban poor were higher in perceived health than the rural ones, although no differences were apparent in happiness or depression. Significant interactions were seen between rural-urban poverty and sex, race and family status. The psychological well-being of poor African Americans was at higher parameters in rural than urban areas whereas the well-being of poor whites was higher in urban areas than rural areas. This particular trend was prominent for depression among males. Single men with no child have high depression scores in rural areas, whereas married women with no child have low depression in urban areas.

Mortimer et al. (1991) studied work experience, behavioral adjustment & mental health in adolescence. Girls & boys appeared to experience psychological advantage when they perceived their jobs. However, boys who reported additional stress at work also manifested larger depressive effect, more self-defamation, less internality and added external control orientation. For girls, when work & school were perceived mutually supportive, elevated self-esteem and well-being with less depressive effects were reported.

Level of intelligence, creativity, self-concept and frustrations of orthopaedically handicapped children was examined by **Sethi and Sen (1981).** They correlated them with their normal counterparts. Sample taken was a group of 20 orthopaedically handicapped children & a group of 20 normal children with age of 8-12 years. Concluding result suggested that the handicap subjects held a better concept of themselves & they do not view themselves inferior to others; and they had a strong firm belief that they are capable as anyone else, in the private and social sphere.

3. Broad Area of the Study

The child at his growing stage comes across various problems in various domains like social, psychological, emotional and functional too. Mental conflict begins at various stages the child faces the problem of his own identity. **Erikson (1968)** describes, "Thus in the later School years youngers, beset with physiological revolution of their genital maturation and the uncertainty of the adult roles ahead, seen much concerned with faddish attempts at

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establishing an adolescent sub culture with what looks like a final rather than a transitory or, in fact, initial identity formation".

Today it has been an increasing problem for every person that a child in his growing stage faces lack of self esteem, self determination and various other ethical aspects. Family, their social economic conditions, adjustment patterns, personality etc influence a lot over the aspiration of the child.

So, there is primarily a greater need to develop the competency of children in the social, functional, emotional, cognitive as well as psychological domain. Psychological well-being includes a range of interrelated effective, cognitive and behavioral processes.

Statement of the problem

The current problem taken for study may be stated as: ***"A Comparative Study of Psychological Well-Being of Normal and Differently-Abled Students with Respect to their Socio-Economic Status and Adjustment".***

Operational Definition of Related Terms

Psychological well-being : The term 'Psychological Well-Being' is used to describe students' emotional health and overall functioning. In simple form it can be concluded as "the amalgamation of feeling good and functioning effectively.

Socio-Economic Status : The term 'Socio-Economic Status' refers to the social and economic environment which allows children with or without disability to function economically independent and gain educational achievement.

Adjustment : The term 'Adjustment' refers to a process whereby one incorporates variations in the behavior to achieve harmony with oneself and the environment so that the state of equilibrium between the individual and the environment is established.

4. ***Objectives of Study***

As per above consideration, present study will analyze the objective of a comparative study of Psychological Well-Being of Normal and Differently-Abled Students with respect to their Socio-Economic Status and Adjustment.

1. To find out the level of psychological well-being of normal and differently abled students.
2. To find out the difference in the psychological well-being of normal and differently abled students.
3. To find out the difference in the psychological well-being of normal and differently abled students of different socio-economic status.

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4. To find out the difference in the psychological well-being of normal and differently abled students having different adjustment patterns.
5. To find out the relationship between the psychological well-being and socio-economic status of normal and differently abled students. *
6. To find out the relationship between the psychological well-being and adjustment of normal and differently abled students. *
7. To find out the difference in the psychological well-being of normal and differently abled students belonging to different level of schooling.
8. To find out the difference in the psychological well-being of normal and differently abled students belonging to different gender.

* The present objectives will be studied separately in the context of normal students and differently abled students.

Subsidiary Objectives

To construct a scale for assessing the Psychological Well-Being.

5. Research Methodology

Research Method

Descriptive Method will be employed for the present study.

Population

The Normal and Differently-Abled students of age group 13-21 years studying in secondary and senior secondary classes of various schools of metropolitan cities of UP during the current academic session (2024-25) and (2025-26) have constituted the population of the study. These schools include general, special and inclusive schools.

Sample

For sample purposes metropolitan cities of UP - Kanpur, Agra, Varanasi, Prayagraj and Lucknow will be selected. Many schools for normal students are there in particular cities but the number of differently abled schools are very few.

Sample Selection

The sample size will be of 900 respondents (450 normal students and 450 Differently-Abled students).

The study will be based on both primary and secondary data. Self made tools may also be used for data analysis purpose, apart from all this for analysis purpose various statistical tools will be used as per the need of the study.

Variables Included in the Proposed Research

Dependent Variable

Psychological well-being

Independent Variables

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Normal students, Differently abled students, Socio-Economic status and Adjustment.

Tools

Following tools will be used to achieve the objectives of the study:

1. Psychological well-being investigation scale will be developed by the researcher.
2. Socio- Economic Scale developed by Shukla and Saha (2000) (modify as per permission of the author or any other tool can be used as per the need of the study).
3. Adjustment inventory developed by H.S. Asthana (or any other as per the need of the study)

Data Analysis

According to the nature of the data in the present study, appropriate statistical methods will be used as per the need of the analysis.

Delimitations

- The study is limited to the age of 21 years. Respondents between 13 to 21 years are considered in the present study.
- The study will comprise students studying in class VIth and onwards (up to XIIth) only.
- The present study is limited to 5 metropolitan cities only i.e. Kanpur, Agra, Varanasi, Prayagraj and Lucknow.
- The sample for the Differently-Abled students is confined within three broader categories only, i.e., Visually Impaired (VI), Hearing Impaired (HI) and Orthopaedically Handicapped (OH).

Expected Outcome of The Research

Researcher constructed following hypotheses of the study in the form of expected outcome of the research:

1. There is no significant difference in the psychological well-being of normal and differently abled students.
2. There is no significant difference in the psychological well-being of normal and differently abled students of different socio-economic status.
3. There is no significant difference in the psychological well-being of normal and differently abled students with different adjustment patterns.
4. There will be no significant correlation between the psychological well-being and socio-economic status of normal and differently abled students. *
5. There will be no significant correlation between the psychological well-being and adjustment of normal and differently abled students. *
6. There will be no significant difference in the psychological well-being of normal and differently abled students belonging to different level of schooling.

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7. There will be no significant difference in the psychological well-being of normal and differently abled students belonging to different gender

* The present null hypotheses will be tested separately in the context of normal students and differently abled students.

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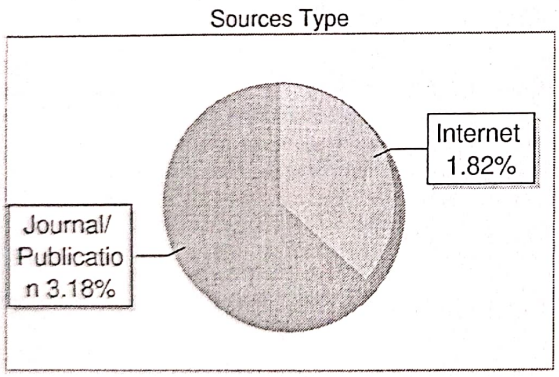

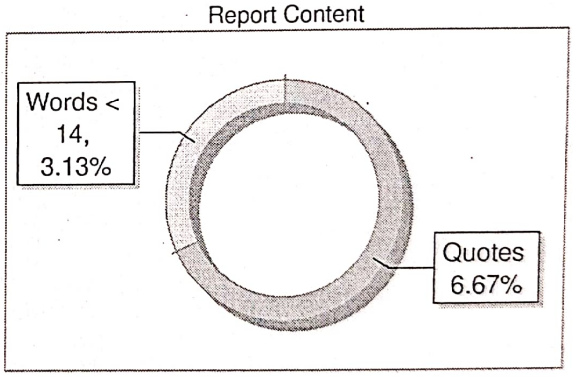

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